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ABSTRACT

This report supplements two earlier 1973 reports by the authors concerning process product relationships in the first year of the Texas Teacher Effectiveness Project. The present report supplements the linear correlations given in the earlier reports by presenting nonlinear relationships in these data. Many such relationships indicate that optimal teaching in low socioeconomic status schools differs in many ways from optimal teaching in high socioeconomic status schools. A narrative section of 13 pages is followed by: Table 1, Process Variables Correlating Positively in Title I Schools But Negatively in Non-Title I Schools with Product Criteria; Table 2, Process Variables Uncorrelated with Product Criteria in Title I Schools But Negatively Correlated in Non-Title I Schools; Table 3, Process Variables Correlating Negatively in Title I Schools But Positively in Non-Title I Schools with Product Criteria; Table 4, Process Variables Uncorrelated with Product Criteria in Title I Schools But Correlated Positively in Non-Title I Schools; and Table 5 Process-Product Relationships in Title I and Non-Title I Schools. (Authors)

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Appendix to First Year Data of Texas Teacher Effectiveness Project:

Complex Relationships between Teacher Process Variables and Student Outcome Measures[1]

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Appendix to First Year Data of Texas Teacher Effectiveness Project: Complex Relationships between Teacher Process Variables and Student Outcome Measures

The present report contains data to supplement those contained in two earlier reports (Brophy and Evertson, 1973; Evertson and Brophy, 1973) which contain zero order correlation coefficients relating teacher process variables (both high and low inference) to student residual gain scores on the word knowledge, word discrimination, reading, arithmetic computation, and arithmetic reasoning subtests of the Metropolitan Achievement Tests. The data were taken in the classrooms of a pool of 31 second and third grade teachers specially selected because they had shown consistency across four years in the relative amounts of student learning gains that they produced on the Metropolitan tests (see Brophy and Evertson, 1973, for details). Correlation coefficients relating each process variable to each product outcome variable were presented for the total group of teachers (maximum N equal 31), for teachers working in Title I schools (maximum N equal 13), and for teachers working in non-Title I schools (maximum N equal 18). Although most N's were at or near the maximum, some were considerably lower because the process variable involved was not observed and thus could not be coded in several classrooms.

One of the major findings running throughout the data of the two previous reports was that variables which correlated with student learning gain in Title I schools often did not correlate with learning gain in non-Title I schools, and vice versa. These data, along with the work of Soar and his colleagues (Soar, 1972), which showed that certain process-product relationships are significant but nonlinear, led us to supplement our original correlational analyses with the present set of analyses planned to identify process-product relationships in our own data which are more complex than simple zero order correlations. Using a

program developed by Dr. Donald Veldman of the Research and Development Center for Teacher Education, these analyses used a series of regression models to successively test three null hypotheses regarding the relationships between the process variable and product criterion in both the Title I and non-Title I distributions:

1) Different quadratic slopes. A significant probability value here indicates that one or both of the process-product relationships (that is, the relationship within the Title I schools and/or the relationship within the non-Title I schools) is curvilinear, and, in addition, that the curves for the two distributions are significantly different from each other. This is the most complex kind of relationship tested. If this test does not prove statistically significant, as is typically the case, the following test is performed.

2) Common quadratic slopes. A significant probability value here indicates that the process-product relationship is curvilinear in both the Title I and the non-Title I distributions, and, in addition, that the curves representing the relationship in each of these two distributions do not differ significantly from each other. This may mean that the two distributions have essentially the same curve, or it may mean that the distributions have the same shaped curve, but with the curve rotated somewhat in one of the distributions so that it has the same shape as the other curve but does not completely overlap it. Such an effect would also register later as a significant linear slopes difference. If neither of these first two statistical tests is statistically significant, the implication is that no quadratic relationship exists between the process variable and the product criterion.

in this case, the next statistical test is performed.

3) Different linear slopes. A significant probability value for this test indicates that the process-product relationship is linear in both distributions, but the regression lines differ significantly from each other. This may mean a positive relationship in one group and a negative relationship in the other, or a strong positive or negative relationship in one group and little or no relationship in the other. These data usually could be inferred from the contrasting correlation coefficients presented in the previous two reports, but they are included in the present report so that interested readers will know which of these contrasting correlation coefficients did and which did not involve a significantly different linear relationship between the Title I and non-Title I distributions. These inferences cannot always be made safely from the data in the previous two reports, because many apparently strong correlations are not statistically significant when a very small number of teachers were included on the measure involved.

Organization of the Present Report. To avoid needless and lengthy repetition concerning the background of the study and the zero order correlations among process and product variables in the sample as a whole and in the Title I and non-Title I schools, much of this information has been omitted from the present report. Thus, the present report is written as a supplement to the previous two, and readers should consult these previous reports before reading the present one if they have not already done so. The relationships to be described should be readily understandable whether or not one has read the previous reports, but in drawing implications from them, one needs to view them in the broader context of the findings of the study as a whole, and for this one needs the previous

reports as background information.

To simplify the presentation, linear relationships have been grouped according to their form rather than according to the variables involved. For example, many of the relationships showing significantly different linear slopes for the two distributions involve a positive correlation between the process variable and the product criterion in the Title I distribution and a negative correlation in the non-Title I distribution. For convenience, and to eliminate unnecessarily repetitious verbal description of the nature of such relationships, all process-product relationships of this type are presented together. Similarly, relationships involving no relationship in the Title I schools but a significant negative relationship in the non-Title I schools are presented together, and so on. The linear relationships to be described will be grouped in this way. The nonlinear relationships, which are often difficult to describe and interpret, will be presented in visual form in Table 5. Discussion of these data will be delayed until replication data from the second year of the study are available.

To save space in the tables, the product criteria will be identified with initials only: WK = word knowledge, WD = word discrimination, R = reading, AC = arithmetic computation, and AR = arithmetic reasoning. Also, decimal points have been omitted from the correlation coefficients.

Process Variables Correlating Positively in Title I Schools and Negatively in Non-Title I Schools. Tables 1-4 contain information about variables showing contrasting linear slopes in the two distributions. Process variables which were positively correlated with student learning gains in Title I schools but negatively correlated in non-Title I schools are shown in Table 1. Usually one or both of the zero order correlations reached statistical significance, but not always.

In cases where neither zero order correlation was statistically significant, the direction of correlation was still opposite in the two groups and sufficiently strong to produce a significant effect in the test for contrasting linear slopes.

The Table 1 data elaborate points already made in the previous papers: Students in Title I schools did better with well-planned, teacher-dominated instruction, while students in non-Title I schools did better with student-centered, indirect instruction; maintenance of control and general management were important in both groups but especially important in the Title I schools; students in the non-Title I schools needed to be challenged with difficult questions and could be adequately and even optimally handled with brief feedback, while students in Title I schools needed to be "overtaught," requiring longer feedback and more individual attention. Calling on volunteers apparently was a successful strategy in non-Title I schools, presumably because the students were highly motivated, while teachers in Title I schools often had to preselect the respondent rather than call on a volunteer in order to insure wide participation.

Table 2 shows variables which usually were uncorrelated with product criteria in the Title I schools but were negatively correlated in the non-Title I schools. Many of these relationships are unsurprising, although some deserve comment. Note that the percentage of correct answers is <u>negatively</u> correlated with student learning gains in the non-Title I schools, again pointing up the need for teachers to challenge these children with difficult material rather than to overdwell to the point of needless drill. The negative correlations between the frequency with which teachers thanked children for carrying out management

requests was unexpected, although the contrast between Title I and non-Title I schools on this variable bears out St. John's (1971) findings that child orientation is more important for teachers working with disadvantaged children. In any case, in non-Title I schools this expression of politeness and courtesy was negatively associated with student learning gains.

The group difference on the measure of repeating the question versus rephrasing the question or asking a new question probably reflects a difference in the difficulty level of questions asked at the two kinds of schools. Repeating the question was uncorrelated with student learning gains in the Title I schools, where more of the questions were probably at an easier or more basic level, but it had a strong negative correlation in the non-Title I schools. Most probably, repetition of a question that was not answered the first time by a student in a non-Title I school was tantamount to pointless pumping of the student, so that provision of help in the form of rephrasing the question or asking a new question was more appropriate than simply repeating the original question.

The data for criticism following failure to respond and behavioral criticism following student-initiated comments (criticizing the student for having called out a comment without raising his hand) probably are related to the point made above. Again, most probably the majority of times when a student in a non-Title I school did not answer, he did not know the answer and could not respond, so that criticism was unfair and unjust. Similarly, most probably the majority of student-initiated comments made in these schools were relevant to the topic, so that criticism was probably inappropriate in most cases, although a short reminder concerning the rules about calling out comments might have been appropriate. In contrast, failures to respond among Title I students probably were more often

inappropriate or irrelevant. Even where they were relevant, classroom management was a greater problem in the Title I schools, so that criticism might have been more appropriate if the teacher were dealing with a continuing problem of students' failure to raise their hands and wait their turn rather than just calling out answers at will.

The data regarding teacher failure to give feedback after the student responded to an opinion question are puzzling, in that negative relationships were expected in the Title I schools, where the students are generally less likely to know whether or not their response is appropriate or correct than are students in non-Title I schools. However, failure to give feedback was highly negatively correlated with learning gains in the non-Title I schools but was uncorrelated with learning gains in the Title I schools.

The negative correlation between praise of student-initiated comments and student learning gains in the non-Title I schools, although surprising, is but one of a large number of similar findings regarding praise in this study. Despite the near-unanimous stress on the importance of praising students, the present investigation regularly found teacher praise to be either uncorrelated or negatively correlated with measures of student learning gains. See Brophy and Evertson (1973) for a more complete discussion of this topic.

Table 3 contains variables which correlated negatively with learning gains in Title I schools, but positively in non-Title I schools. These are related to many of the data in Table 1, and again stress the importance of management and of providing individualized feedback and good instruction to students in Title I schools. Thus, Title I teachers could not merely wait for attention and expect to get it; they had to use more active methods. Further, they could not delay explanations; the children in these schools needed immediate explanations in order to proceed with their work. They could not just call on volunteers,

since this would have restricted the discussion to a relatively small number of children who were highly motivated and competent. Also, they had to "over-teach." Too much questioning, relative to explanation and demonstration, was maladaptive in Title I schools, and relatively high frequencies of wrong answers were negatively correlated with student learning gains in these schools, even though they were positively correlated with learning gains in the non-Title I schools.

The reading group data show the importance of the teacher in a Title I school staying with a student who has made a mistake, providing him with help by rephrasing the question or giving a clue rather than simply repeating the question, giving the answer, or moving on to someone else. This is part of a larger pattern shown on a great number of measures from our study suggesting that it is of primary importance for teachers in Title I schools to get a response from the student with whom they are dealing at the time; whereas, in non-Title I schools, it is primarily important that the teacher get the answer to the question she has asked, but not particularly important that she get the answer from the student who was asked the question originally.

In other words, students in non-Title I schools apparently learn just as well whether they answer questions themselves or whether they observe and listen while someone else answers. However, sustained interaction with the teachers in which they themselves respond appears to be an important experience for the students in Title I schools.

The final variable, indicating a negative relationship between integrating relevant student-initiated comments into the discussion and student learning gains in Title I schools, contradicts directly much of the typical advice given to teachers, particularly the stress on the use of student ideas. Our data suggest that, while such advice may be useful for teachers in non-Title I schools, in

Title I schools the importance of maintaining classroom control supercedes the importance of variables such as use of student ideas. Apparently, teachers in the Title I schools were continually bombarded with student-initiated comments, and teaching the students to raise their hands first and get teacher recognition before calling out a comment was one of the major control problems facing them. Consequently, integration of student-initiated comments, even relevant ones, was negatively correlated with learning gains in these schools.

Table 4 contains variables that were uncorrelated with student learning gains in Title I schools but which were positively correlated with learning gains in non-Title I schools. Most of these involve provision of process feedback, and the contrasting pattern between the two types of schools probably reflects both the kinds of activities going on in the schools and the capacity of the students to benefit from extended explanations. Students in the non-Title I schools probably were more likely to benefit from such extended process explanations, and they were dealing with more difficult and higher level material which leant itself to more frequent and more appropriate use of such explanations. Hence the difference in correlations. The data on criticism after wrong answers again points up the importance of challenging the students in non-Title I schools but providing emotional support and warmth for students in the Title I schools. Even though teacher praise did not have the expected positive correlations with learning gains, teacher criticism did have the expected negative correlations. Apparently, the students did not need or want positive teacher reactions in the form of praise, but at the same time they were negatively affected by overreactive and inappropriate criticism from the teacher. In general, a nonevaluative, stick-to-the-business-of-learning approach seemed to be the optimal one.

These linear patterns in Tables 1-4 are also shown in Table 5, along with

data from all of the other process variables. The preceding discussion covered only those process variables which showed contrasting linear relationships to product criteria in the two distributions. These relationships are relatively straightforward and easy to discuss, compared to most of the nonlinear relationships shown in Table 5 below. Table 5 contains process-product relationship data for Title I and non-Title I schools for every process variable included in the study. These data are from the three successive regression analyses described above, and are presented for inspection by our research colleagues. Comments and suggestions concerning them (or any other aspect of the study) are welcomed. For the present, the data are presented without comment or interpretation. This is because: the data concern a large number of process variables, but only 31 teachers were studied, so that p-values are only suggestive; the relationships are sometimes difficult to interpret meaningfully; the entire study is being replicated. Thus, interpretation of these nonlinear relationships will be withheld pending the results of the replication study.

Table 5 has been prepared so as to convey a maximum of information in a minimum of space. Consequently, several conventions have been adopted to conserve space. The following information about the table must be clearly understood if the table is to be read accurately:

1) Abbreviations have been used for the five Metropolitan Achievement Tests (WK = word knowledge; WD = word discrimination; R = reading; AC = arithmetic computation; AR = arithmetic reasoning).
2) Decimal points have been omitted from all correlation coefficients.
3) Variable numbers refer to the tables in the two previous reports (Brophy and Evertson, 1973; Evertson and Brophy, 1973). Thus, Variable 3.6 refers to the sixth variable in Table 3 of the Evertson and Brophy paper (Variables 1.1 through 4.38 are high-inference variables from the

Everton and Brophy paper; Variables A1 through R14I are low-inference variables from the Brophy and Everston paper -- M = morning; A = afternoon; R = reading group).

4) The three statistical tests used were in sequential order of precedence (different quadratic slopes test first, common quadratic slopes test second, different linear slopes test third). If more than one of these tests were significant at the p = .10 level or lower, data from the first significant test are given in the table because they represent the best fits for regression lines in the two distributions (Title I and non-Title I schools).

5) A cross containing four quadrants for statistical information appears for each possible process-product relationship. Data for Title I schools appear in the two left quadrants, and data for non-Title I schools in the two right quadrants. Data for linear relationships appear in the two upper quadrants, and data for non-linear relationships in the two lower quadrants. The number below the cross is the squared Multiple R indicating the percentage of variance in the product scores accounted for by the process variable.

6) Data were entered in the table as follows:

   a) Where statistical tests could not be run because of low N, or where N fell below 6 in one of the groups, the letters ND (No Data) appear.

   b) Where statistical tests were run but no relationship reached the .10 level of significance, the quadrants are empty, although the squared Multiple R appears below.

   c) Where a nonlinear test reached the .10 level of significance, curves showing the nature of the relationship in each of the two distributions

are shown in the two lower quadrants. Here there are no correlations coefficients in the upper quadrants, because these are based on linear regression slopes and the test indicates that curvilinear slopes provide a better fit. Thus, the curves shown reflect the process-product relationships most accurately, and they take precedence over the zero order Pearson r's presented in the two earlier papers.

d) Where neither curvilinear test reached the .10 significance level but the linear test did, the quadrants show both lines indicating the nature of the relationship (lower quadrants) and the corresponding Pearson r's (upper quadrants), as well as the squared Multiple R.

e) Sometimes none of the four tests reached the .10 level of significan but one or both of the Pearson r's did. In these instances, the Pearson r's appear in the upper quadrants but no lines appear in the lower quadrants.

In sum, Table 5 contains the most precise information available on process-product relationships involving process variables included in the first year of our research. Where a relationship significant at the .10 level or below appeared, it is shown in the table. Otherwise, the data for a given relationshi contain either: only the squared multiple R, where N was large enough to allow analysis but no significant relationships appeared; or "ND," indicating that N was too low to allow analysis or interpretation.

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Table 1. Process Variables Correlating Positively in Title I Schools but Negatively in Non-Title I Schools with Product Criteria.

Variable Number	Process Variable	Criterion	r's for Title I	r's for non-Title I
1.1	Chaotic, Unplanned, Poorly Scheduled	AC	46	-48*
1.2	% of Time Spent in Reading Groups	WD	54*	-3[illegible]
1.3	% of Time Spent in Reading Groups	R	39	-4[illegible]*
1.4	% of Time Spent in Reading Groups	AC	52*	-4[illegible]*
1.5	% Preselects Respondent before Question - A.M.	AC	45	-3[illegible]
1.6	% Answers Called Out by Students - A.M.	R	55	-3[illegible]
1.7	% Answers Called Out by a Second Student after the First Student Failed to Answer - A.M.	R	36	-5[illegible]**
1.8	% Relevant Student-Initiated Questions Given Long Feedback - A.M.	WK	54	-56**
1.9	% Student-Initiated Contacts Given Long Feedback-A.M.	WD	41	-47**
1.10	% Correct Answers in Reading Group	R	35	-39
1.11	% Asks New Question after Correct Answer-Reading Group	R	35	-48*
1.12	% Asks New Question after Correct Answer-Reading Group	AC	59**	-2[illegible]
1.13	% Asks New Question after Part-Correct Answer - Reading Group	R	33	-5[illegible]**
1.14	% Asks New Question (across all responses) - Reading Group	R	34	-52**
1.15	% Asks New Question (across all responses) - Reading Group	AC	59**	-31
1.16	% Relevant Student-Initiated Questions Not Accepted - Reading Group	AC	61*	-65**
1.17	Teacher-Initiated Work Contacts with Long Feedback - Reading Group	R	47	-56**

*$p < .10$ **$p < .05$

Table 2. Process Variables Uncorrelated with Product Criteria in Title I Schools but Negatively Correlated in non-Title I Schools.

Variable Number	Process Variable	Criterion	r's for Title I	r's for non-Title I
2.1	[illegible], Repetitive, Monotonous Assignments	WK	.27	-41*
2.2	[illegible]rrect Answers - A.M.	AC	-14	-[illegible]**
2.3	Student-Initiated Contacts Involving Personal Concerns rather than Work - A.M.	R	-04	-[illegible]**
2.4	Teacher Thanks Student Following Management Request-A.M.	WK	52*	-45*
2.5	Teacher Thanks Student Following Management Request-A.M.	R	[illegible]	-[illegible]**
2.6	Repeat/Repeat+Rephrase+New Question - A.M.	WK	-14	-[illegible]**
2.7	Repeat/Repeat+Rephrase+New Question - A.M.	AP	21	-[illegible]**
2.8	Choice Question/Process+Product+Choice Question-P.M.	P	10	-43
2.9	Repeats Question after Part-Correct Answer - P.M.	P	-34	-66**
2.10	Repeats Question after Part-Correct Answer - P.M.	AC	-57*	-67**
2.11	Criticizes Following Failure to Respond - P.M.	AC	33	-[illegible]**
2.12	Praise of Relevant Student-Initiated Comment -P.M.	[illegible]	-03	-[illegible]**
2.13	Relevant Student-Initiated Comments Accepted - P.M.	AR	-31	-[illegible]**
2.14	Behavioral Criticism after Relevant Student-Initiated Comment - P.M.	WK	16	-45*
2.15	Behavioral Criticism after Relevant Student-Initiated Comment - P.M.	P	3[illegible]	-4[illegible]**
2.16	Behavioral Criticism after Relevant Student-Initiated Comment - P.M.	AC	2[illegible]	-[illegible]**
2.17	Behavioral Criticism after Irrelevant Student-Initiated Comments - P.M.	[illegible]	07	-[illegible]**
2.18	Behavioral Criticism after Irrelevant Student-Initiated Comments - P.M.	AC	19	-60**

Variable Number	Process Variable	Criterion	r's for Title I	r's for non-Title I
2.19	Behavioral Criticism after Relevant Student-Initiated Comment - Reading Group	WK	-46	-46*
2.20	Behavioral Criticism after Relevant Student-Initiated Comment - Reading Group	AC	47	-50*
2.21	Behavior Criticism after Relevant Student-Initiated Comment - Reading Group	AR	-67	-56
2.22	% No Feedback after Opinion Questions - Reading Group	WK	-08	-61*
2.23	% No Feedback after Opinion Questions - Reading Group	AC	44	-78**
2.24	% Criticism in Student-Initiated Work Contacts	R	33	-51*
2.25	% Criticism in Student-Initiated Work Contacts	AC	-24	-66*

*$p < .10$ **$p < .05$

Table 3. Process Variables Correlating Negatively in Title I Schools but Positively in Non-Title I Schools with Product Criteria.

Variable Number	Process Variable	Criterion	r's for Title I	r's for non-Title I
3.1	Says Nothing, Waits as Method of Getting Attention	R	-27	45*
3.2	Delays, Explains Later if Child Doesn't Understand	WK	-66**	52**
3.3	Delays, Explains Later if Child Doesn't Understand	AC	-42	35
3.4	% Calls on Volunteers - A.M.	R	-62**	44*
3.5	% Calls on Volunteers - A.M.	AC	-55**	58**
3.6	New Question after Correct Answer - A.M.	WK	-58**	32
3.7	% Relevant Student-Initiated Comments Integrated into the Discussion - A.M.	AC	-79*	22
3.8	Brief/Brief+Long Feedback - A.M.	R	-51*	38
3.9	Brief/Brief+Long Feedback - A.M.	AC	-44	45*
3.10	Choice Questions/Product+Process+Choice - Reading Group	AC	-81**	35
3.11	% Wrong Answers - Reading Group	WK	-39	44*
3.12	% Wrong Answers - Reading Group	AC	-60**	36
3.13	% Wrong Answers - Reading Group	AR	-82**	46*
3.14	Process Feedback to Part-Correct Answers-Reading Group	R	-44	45*
3.15	Calls on Another Child after Wrong Answer - Reading Group	R	-41	39
3.16	Gives Answer after Failure - Reading Group	WK	-41	40
3.17	Calls on Another Child after Failure - Reading Group	WK	-24	55*
3.18	Calls on Another Child after Failure - Reading Group	R	-51*	51**

*$p < .10$ **$p < .05$

Table 5, Continued.

nber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
9	High Student Withdrawal, Passivity, or Aimless or Repetitive Behavior	02	01	04	01	
10	Clarity: Students Show Clear Understanding of Teacher Presentations	04	03	06	04	
11	Enthusiasm: Teacher Shows Enthusiasm, Excitement, Enjoyment	00	11	00	00	01
12	Convergent Questioning: Most Questions Have Clear-Cut Correct Answers	06	04	00		
	A. Methods of Handling Catch-up Work					
	No Remediation; Child Skips Missed Work	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
	Child Must Make Up Work but Is Not Given Help	ND ND ND	ND ND ND	ND ND ND	ND ND ND	
	Teacher Explains Work and Has Child Do Part of It.	07	03	03	04	ND
	Another Child is Assigned to Help	01	00	02	02	

Table 4. Process Variables Uncorrelated with Product Criteria in Title I Schools but Correlated Positively in Non-Title I Schools.

Variable Number	Process Variable	Criterion	r's for Title I	r's for non-Title I
4.1	Criticism Following Wrong Answers - A.M.	WK	-23	43*
4.2	Process Feedback Following Wrong Answers - A.M.	WK	-39	43*
4.3	Process Feedback Following Wrong Answers - A.M.	R	03	48*
4.4	Process Feedback (across all responses) - A.M.	WK	-19	43*
4.5	Process Feedback (across all responses) - A.M.	R	08	55**
4.6	Process Feedback (across all responses) - A.M.	AR	-32	50**
4.7	Process Feedback Following Correct Answers - P.M.	R	-19	50**

*$p < .10$ **$p < .05$

Table 5. Process-Product Relationships in Title I and Non-Title I Schools

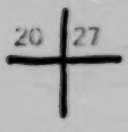
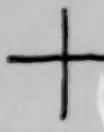
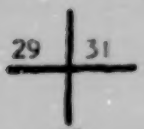
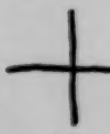
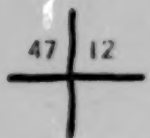
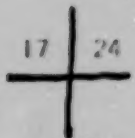
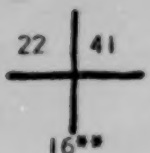
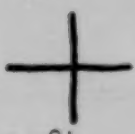
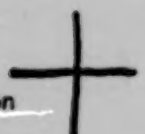
mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasoni
1	High Level of Student Attention	04	04	 20 27 10*	07	
2	Teacher Often Addresses Questions or Problems to the Whole Class	05	 29 31 13*	01	01	
3	Teacher is Task Oriented, Doesn't Waste Time	07	 47 12 09*	 17 24 10*	02	
4	Frequent Pupil-to-Pupil Interaction (Class Relevant)	00	05	01	59** 13*	
5	% of Time Teacher Lectures or Demonstrates	36 33 13**	 22 41 16**	04	02	
6	Negative Affect: Criticism, Hostility	01	05	03	00	
7	Positive Affect: Praise Support	01	01	 01	03	
8	Requires High Level of Generalization, Inference, or Explanation	 05	05	04	00	00

Table 5, Continued.

Order	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasonin
	Child Put in Slower Group Temporarily	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
6	Other.	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
7	3. Rules Regarding Physical Movement Must Always Get Permission to Leave Seat	00	03	22**	ND 14*	01
8	One at a Time Without Permission	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
9	As Many as 4 or 5 without Permission	ND ND 00	ND ND 00	ND ND 01	-61** ND 11*	NL 01
10	Can Go Quietly to Specified Places without Permission at any Time	-50* 15 00	ND 13*	00	00	00
11	No Restrictions	00	00	00	00	24*
12	Some Children Allowed Free Movement but not Others	ND ND 06	ND ND 03	ND ND 05	ND ND 00	ND ND 01

Table 5, Continued.

	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithm Reason
13	Only Monitors Allowed Free Movement	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND
14	Other	-43 -49 24*	-45 -27 12*	07	07	ND
	C. Punishments Used by Teacher					
15	Stay after School	01	00	78** 11 09*	03	
16	Spanking	04	01	01	00	ND
17	Writing Sentences on Board	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND
18	Isolation within the Classroom	01	18*	02	17**	18*
19	Removal from the Classroom	00	01	00	01	00
20	Note to Parents	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
1	Send to Principal	00	00	01	00	00
2	Extra Reading, Math, Etc. Work	ND ND 04	ND ND 00	ND ND 01	ND ND 02	ND ND 01
3	Peer Pressure (e.g. "You lost the race for your group.")	01	00	23**	15*	00
4	Scolding	01	00	00	02	03
5	Discussion of Incident (No Scolding)	-25 38 15*	00	ND 05	00	-80 44* 22*
6	Other	05	01	22 29 10*	01	21
7	D. Rewards Used by Teacher Classmates Clap or Cheer	25**	25*	29**	39**	41**
8	Special Privileges	01	01	03	00	ND

Table 5, Continued.

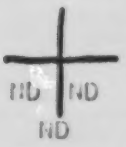
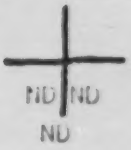
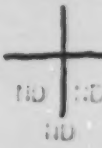
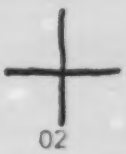
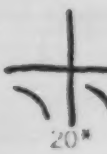
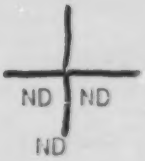
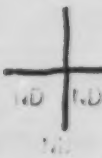
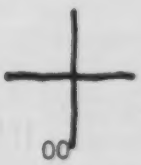
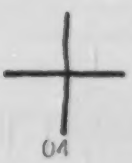
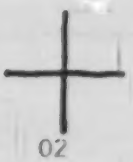
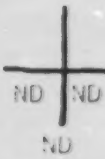
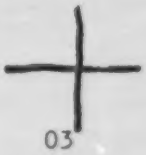
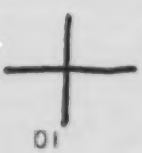
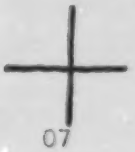
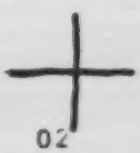
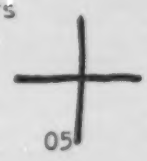
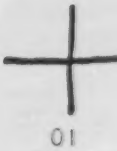
mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasoni
29	Waiver or Reduction of Assignments					
30	Symbols (Stars, Smiling Faces, etc.)					
31	Token Redeemable for other Rewards					
32	Concrete (Candy, Money, Prizes)					
33	Jobs (Monitor, Helper, Eraser Cleaner)					
34	Public Recognition (Gets to Read or Work Problem on Board)					
35	Other					
36	E. Appropriateness of Assignments Too Short or Easy					

Table 5, Continued.

mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithme Reasoni
37	Boring, Repetitive, Monotonous	27 -45* 20**	00	15*	17*	
38	Too Hard: Students Can't Get Started or Continually Need Help	01	02	04	00	00
39	Continues Activity Too Long, until It Gets Boring	08	05	06	01	00
40	No Inappropriate Assignments	09	05	20 40 16**	28 44* 12*	04
	F. Distractions: What Do Students Do When not Working?					
41	Use Washroom	00	01	00	00	05
42	Repeatedly Get Supplies for Free Time Activities	00	-59** 11 03	00	00	02
43	Watch Reading Group or other Activity	24*	00	-27 -35 12*	-31 -40* 17**	11
44	Talk	01	01	00	02	00

Table 5, Continued.

mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithme Reasoni
4[illegible]	Play	00	05	00	18*	02** [illegible]
46	Daydream	03	06	06	-48* 11 / 02	00
47	Ask for Help or Look More Closely at Work on Board	00	00	20*	05	[illegible]
48	Disrupt other Students	00	01	01	00	[illegible]
49	Other	15*	03	-23 -40 / 13**	34*	04
	G. Student Attitudes toward the Teacher					
50	When Having Trouble Students Concentrate or Seek Help	02	01	00	01	[illegible]
51	When Having Trouble, Students Merely Copy from Neighbor	-68** -10 / 08	-68** -10 / 14*	05	01	[illegible]
52	Students Work as Well When not Watched as When Watched	01	01	27**	02	05

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
53	Students "Act Up" When Unwatched	00	04	00	00	
54	Students Seem Amused by Teacher	00	00	00	01	00
55	Students Seem to Fear Teacher	01	05	05	04	
56	Students Seem to Respect Teacher	02	02	00	01	
	H. Free Time Materials Available (Not Necessarily Used)					
57	Books	-10 / -45* / 19*	01	-28 / -54** / 29*	-38 / -30 / 10*	-33 / -40 / 16*
58	Learning Centers (Any)	01	04	04	00	
59	Listening Centers	00	00	00	15*	
60	Visual (Picture Files, Filmstrips)	74** / -12 / 01	02	00	01	

Table 5, Continued.

-rter	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Aritime Reasoni
[illegible]	Science Demonstrations or Experiments	02	19*	01	00	ND
[illegible]2	Other Learning Centers	03	00	00	02	04
[illegible]3	Coloring Pictures	00	05	01	01	00
64	Painting, Art Activities	04	09	33 | -33 16*	01	[illegible]
65	Games, (Any)	00	20*	00	00	01
66	Instructional Games	-51* | -01 03	06	01	01	[illegible]
[illegible]7	Non-Instructional Games	02	05	02	16*	[illegible]
68	Aquarium, other Looking Exhibits	00	00	02	22*	[illegible]

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
	1. Free Time Materials Observed in Use					
	Books	01	04	01	07	
70	Learning Centers (Any)	04	01	08	17*	
71	Listening Centers	01	00	00** 02 04	00	
72	Visual (Picture Files, Filmstrips)	58** 33 16**	08	07		
73	Science Demonstrations or Experiments	22*	22**	08	01	
74	Other Learning Centers	04	00	00	02	
75	Coloring Pictures	02	01	01	00	
76	Painting, Art Activities	01	27**	20*	00	

Table 5, Continued.

mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithm Reason
77	Games (Any)	00	02	00	00	
78	Instructional Games	00	02	02	15**	
79	Non-Instructional Games	00	03	00	00	29*
80	Aquariums, Other Looking Exhibits	01	70** -10 19**	01		
61	Use of Peer Tutoring	01	01	00		
82	Assigns Homework besides Seatwork	-26 38 15*	02	-04 46* 12*	03	
83	Teacher Sometimes Underreacts to Control Problems, so Serious Problems go Unresolved	02	-52* 21 15*	01	00	
	Typical Affectionateness Level	07	02	29*	04	

Table 5, Continued.

mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithm Reason
2	Most Intense Affection Expression Observed	-52 | 44 25**	00	05	08	5
3	Most Intense Negative Affect Observed	03	03	13	-28 | 42 15*	2
4	Solidarity with Class: Teacher Identifies, Promotes "We" Feeling	33*	03	37*	00	-8.3** 0
5	Patient and Supportive When Correcting	04	00	13	00	00
6	Students Allowed Choice in Assignments	00	00	15	04	0
7	Accepts Student Ideas and/or Integrates them into Discussion	31**	28**	14	21*	-.4** 2
8	Admits Own Mistakes; Laughs at Self or Uses Occasion to Teach or Motivate	00	78** | -30 22**	01	07	04
9	Usually Bends Close, Gets Down to Child's Level	25 | 47* 14*	08	15	00	02

Table 5, Continued.

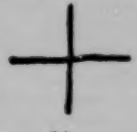
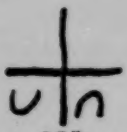
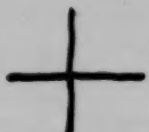
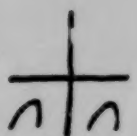
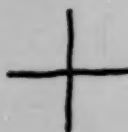
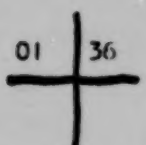
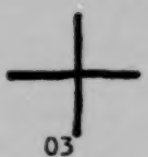
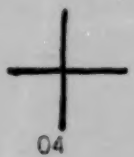
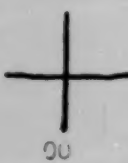
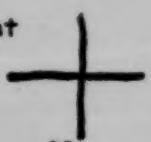
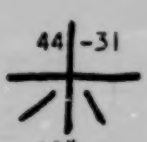
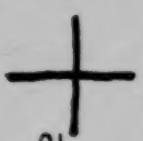
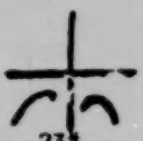
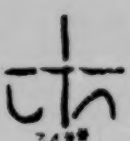
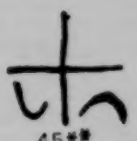
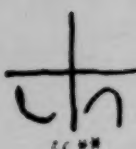
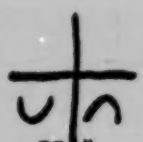
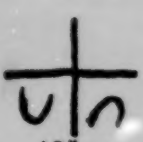
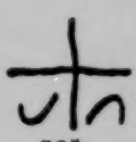
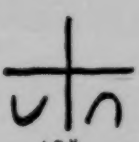
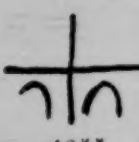
...ter	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
	Goes to Seats to Check Work; Doesn't Stay at Desk	00	01	16	 02	12
11	Usually Speaks to Individuals rather than Whole Class	02	00	 25*	02	00
12	Uses Advance Organizers in Introducing Activities	09	 04	13	 18*	 08
13	Gives Complete, Detailed Instructions; Prevents Errors before They Happen	 01 36 10*	04	13	41*	07
14	Students Eager to Respond; No Fear	 03	06	07	 04	 00
15	Teacher Waits Patiently if Student Doesn't Respond Promptly	 02	 44 -31 18*	14	02	02
16	Non-Competitive Atmosphere; No Signs of Eagerness to See Others Fail	 01	 23*	 34**	 45**	 36**
17	Students Allowed to Work in Co-operative Groups	 33**	 19*	 32*	 18*	 40**

Table 5, Continued.

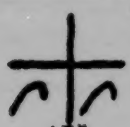
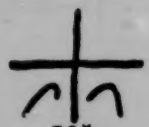
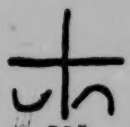
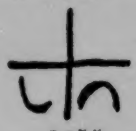
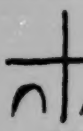
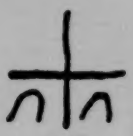
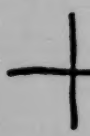
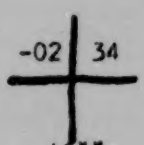
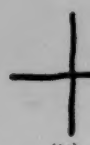
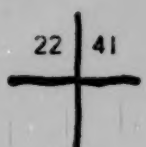
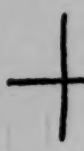
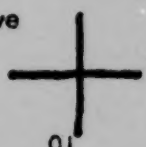
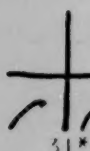
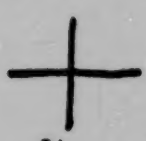
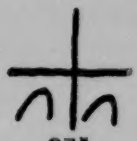
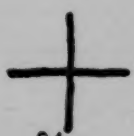
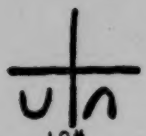
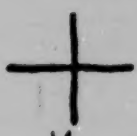
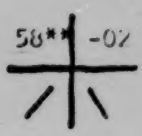
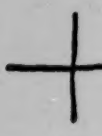
umber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithm Reason
.18	Teacher Recognized Good Thinking Even When It Doesn't Lead to "Right" Answers	 17*	 30*	 30*	 26**	 24*
.19	Democratic Leadership Style: Students Share in Planning and Decision Making	04	01	 28*	01	 03
.20	Few Restrictions on Students During Seatwork Periods	 -02 34 16**	00	19 21 19**	01	 00
.21	Students Expected to Care for Needs without Getting Permission	 22 41 14*	02	08	03	 07
.22	Teacher Concerned with Substantive Content, not Form, or Student Responses	 01	00	11	28**	 31*
.23	Teacher Stresses Factual Realism, Rejects or Corrects Childish Idealism	00	 01	 27*	03	02
.24	Teacher Credibility: Students Seem to Believe and Respect Teacher	 04	 18*	 14	01	02
.25	Showmanship: Teacher is Melodramatic, Expressive, Gushy, Emotive	01	01	15	 58** -02 18*	 00

Table 5, Continued.

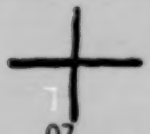
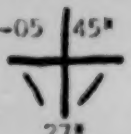
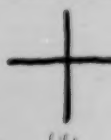
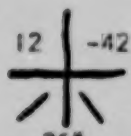
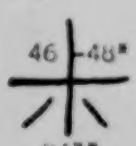
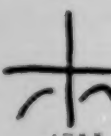
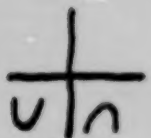
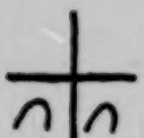
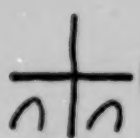
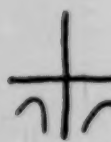
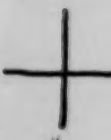
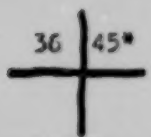
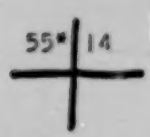
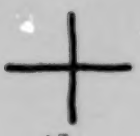
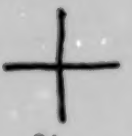
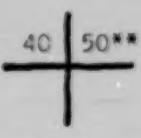
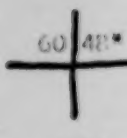
...ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
..6	Teacher Gets Attention before Starting, Doesn't Try to Talk over Din	09	 07	 -05 45* 27*	00	 00
27	Chaotic, Unplanned, Poorly Scheduled	06	15	 12 -42 26*	 46 -48* 24**	 47**
28	Teacher Seems Confident, Self-Assured	05	 22*	13	00	
29	Politeness: Teacher Regularly Says "Please," "Thank You," etc.	00	 34**	 24*	31**	 67**
30	High Concern about Achievement	05	02	13	00	
31	Room is Attractive	 36 45* 20**	 55* 14 12*	34 17 10*	26**	
32	Teacher Gives Much Encouragement to Students	00	00	 13	 01	01
33	Room is Uncrowded	34**	21 41 16**	51**	 40 50** 22**	 60 48*

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasoni
4	Teacher Explains Rules or Decisions When Reasons aren't Obvious	32 41 / 16**	53* 07 / 09	14	00	00
5	Teacher Well Organized, Prepared	50 42 / 22**	55* 09 / 10*	14	-47 27 / 16*	02
6	Teacher Regularly Monitors Class, Knows What's Going On	34 31 / 12*	53* 08 / 10*	05	00	07
7	Smooth, Efficient Transitions, Little Time Wasted	50 47* / 24*	64** 15 / 13	08 37 / 12*	02	02
8	Monitors Determined "Automatically" by a Systematic Procedure	41 29 / 14*	56** 16 / 13*	41 44* / 25**	07	03
9	"Busy," Cluttered Classroom	00	00	13	-16 -43* / 04	2
0	Students Compliant, Obedient	07	05	15	01	-44** / 01
1	Teacher Gives Overly Explicit, Repetitive Directions	34**	24**	03 -51** / 31*	-62** -47* / 28**	42**

Table 5, Continued.

Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasonin
Well established routines minimize interruptions; Room Runs "Automatically"	08	05	07	00	-88* 1
A. Time Utilization					
% Total Time Structured by Teacher	01	01	-10 -43* 09*	05	
% Structured Time in Language Arts	-50* -14 00	01	00	00	
% Structured Time in Math	06	00	21 34 13*	28**	
% Structured Time in Art	-04 39 09*	01	-09 58** 33*	06	42 40* 29**
% Structured Time in Spelling	22*	01	27**	39**	25*
% Structured Time in Reading Groups	38 -33 13*	54* -34 21**	39 -40* 22**	52* -42* 21**	39 -4 11
% Structured Time in Social Studies	00	01	00	00	00

Table 5, Continued.

Number	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
7.	% Structured Time in Transitions	35**	18*	43**	00	01
9	% Structured Time in Morning Routine	01	02	00	00	01
10	% Structured Time in Special Activities	01	00	06	08	01
	Methods Used to Call Attention					
11	Says Nothing, Waits for Quiet	04	08	-27 45* 22**	01	00
12	Raps Desk Lightly, Uses Normal Voice	-35 31 12*	01	02	04	05
13	Gimmick (Light Flick, Bell, Clicker)	06	01	00 -46 21	04	03
14	Raises Voice Over the Din	02	07	03	01	02
15	Raises Voice and Singles Out Individuals	00	00	00	02	00

Table 5, Continued.

ter	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasonin
16	Shouts, Becomes Angry, or Scolds Class	00	01	00	03	09
17	Shouts, Becomes Angry, or Scolds Individuals	40 -30 / 12*	02	02	01	20**
18	Whispers or Speaks Softly to Nearby Pupils (at First)	20**	61**	22**	04	
19	Other (includes any method not listed above)	01	01	19*	03	01
	C. Estimated % of Students Paying Attention					
20		13 16 / 03*	47* -01 / 05*	08 21 / 05*	00	01
	D. What Does the Teacher Do When a Child Doesn't Understand					
21	Stops What She's Doing, Explains	02	00	-55** -22 / 06	-58** -41 / 20	-43 / 2*
22	Delays Child then Explains Later	-66* 52** / 31**	00	-41 36 / 19*	-42 35 / 14*	-53 / 1*
23	Delays, But then Fails to Follow Up	-30 -20 / 05*	02	02	00	00

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonir
24	Asks Another Child to Explain	32**	41*	04*	13*	
25	Scolds Child for Not Understanding	00	02	22*	03	00
26	Encourages Child but Gives no Help	04	02*	01	05	00
27	Refuses Help ("You're on your own.")	01	00	00	05	03
28	Sends Child to Aide or other Adult	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
29	Other (includes any method not listed above.)	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
	E. Teacher Goes to Child's Desk to Give Help, Doesn't Stay at Desk					
30		04	08	01	05	02
	F. What Teacher Does When Child is Stuck While Reading in Reading Group					
31	Gives Word	01	00	02	11	13

Table 5, Continued.

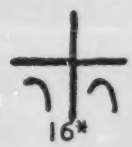
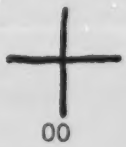
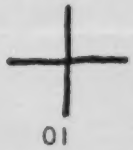
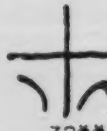
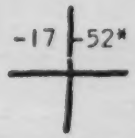
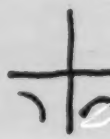
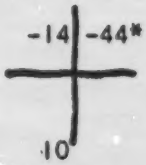
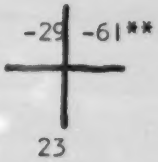
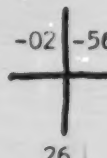
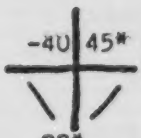
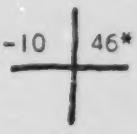
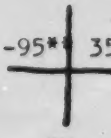
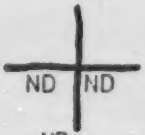
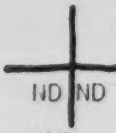
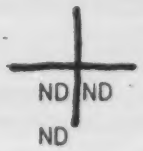
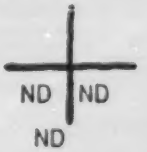
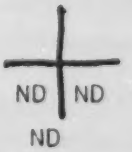
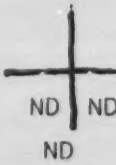
mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonir
32	Gives First Sound or Syllable	 16*	00	 00	 01	 32**
33	Child Starts Sentence or Paragraph Over	18 22 04*	00	23**	00	01
34	Gives Context Clue or Definition	20*	01	31*	 -17 -52* 15	 23*
35	Asks Another Child to Give Word	 -14 -44* 10	00	18	 -29 -61** 23	 -02 -56 26
36	Gives Clue Unrelated to Sound or Meaning ("It's one of our new words.")	 -40 45* 22*	00	 -10 46* 11	01	 -95** 35 07
37	Tells Child to Skip, Go to Next Word	 ND ND ND	ND ND ND	ND ND ND	ND ND ND	 ND ND ND
38	Other (includes any method not listed above)	 ND ND ND	 ND ND ND	ND ND ND	 ND ND ND	 ND ND ND

Table 5, Continued.

Number	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
	A. Selecting Respondents to Questions					
1	% Preselects Respondent before Asking Question	04	01	00	45 -35 16*	04
2	Calls on Non-Volunteer	02	23**	21*	00	01
3	Calls on Volunteer	-27 39 17*	-15 50** 24*	42*	-55** 58** 33**	-28 56* 23
4	Student Calls Out Answers	07	32*	55 -39 26**	01	05
	B. Difficulty Level of Questions					
5	Process Questions/Process + Product Questions	01	01	10	01	00
6	Choice Questions/Process + Product + Choice	63** -05 01	62** -03 02	02	06	08
	C. Quality of Children's Answers					
7	% Correct	07	16	-40 -60** 39**	-14 -53** 08	34 -44 07
8	% Part-Correct	30*	00	22 41* 13**	30**	46**

Table 5, Continued.

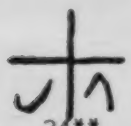
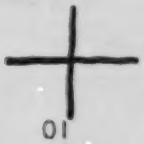
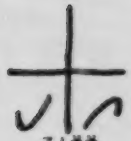
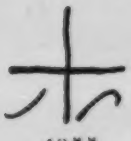
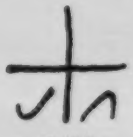
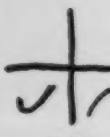
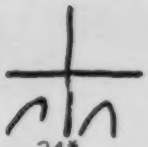
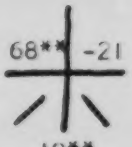
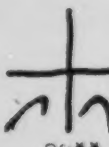
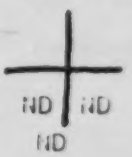
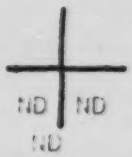
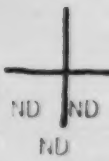
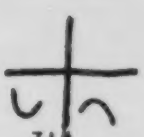
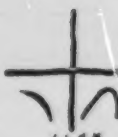
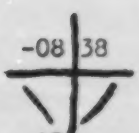
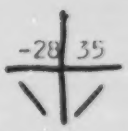
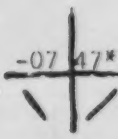
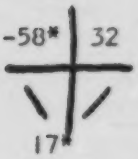
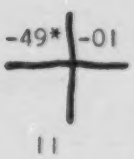
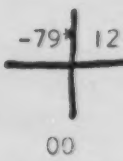
Number	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
[illegible]	% Wrong	 24**	 01	27**	26*	02
10	% "Don't Know"	 31**	03	 48**	 30**	 33*
11	% No Response	27*	 24*	13	 68** -21 19**	 28**
	b. Teacher Reactions to Correct Answers					
12	Praise	05	00	06	00	05
17	Criticizing For Calling Out	ND ND ND	ND ND ND	 ND ND ND	 ND ND ND	 ND ND ND
13	Failure to Give Feedback	00	 31*	39**	27**	 31**
14	Process Feedback	 -08 38 15*	02	35**	 -28 35 11*	 -07 47* 21*
15	New Question	 -58* 32 17*	01	 -49* -01 11	01	 -79* 12 00

Table 5, Continued.

mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
	E. Teacher Reactions to Part-Correct Answers					
16	Praise	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	[illegible]
18	Criticism	15 | 49* 24**	20 | 17 17*	30 | 51* 29**	42 | 21 20*	ND | ND ND
19	Failure to Give Feedback	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	[illegible]
20	Process Feedback	16 | 28 22**	43 | -04 18*	58* | 51* 39**	00	01
21	Gives the Answer	-04 | 24 21**	51**	24**	04	03
22	Calls on Someone Else	20*	05	22	51**	-98** | 10 02
23	Another Student Calls Out the Answer	20	18	51 | 36 29**	49**	01
24	Repeats, Rephrases, or Asks New Question	44 | 24 27*	20	22	46*	ND | 60* ND | [illegible] 34*

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Aritmetic Reasoning
25	Repeats Question	50 | -49* 39**	15	42*	34 | 40 33*	
26	Rephrases or Gives Clue	-18 | 50* 31*	41*	43*	08	50*
27	Asks New Question	20	16	41*	46**	ND 10
	F. Teacher Reactions to Wrong Answers					
28	Praise	-60** | -01 10	03	-13 | 16 17**	26*	ND 05
29	Criticism	-23 | 43* 22*	01	-00 | 48* 31*	41 | 22 16*	
30	Failure to Give Feedback	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND
31	Process Feedback	-39 | 43* 24**	05	03 | 46* 31**	03	ND 00
32	Gives the Answer	36**	39**	75* | 27 27*	12	ND 07

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
3	Calls on Someone Else	01	05	-64* 20 27*		
4	Another Student Calls Out the Answer	04	21*	31 -43* 30*	28**	05
5	Repeats, Rephrases, or Asks New Question	01	54* -05 01	44 -24 17**	00	01
6	Repeats Question	43**	00	-30 -30 24*	-17 -53** 21*	ND 46*
7	Rephrases or Gives Clue	09	03	18	04	ND 0*
	Asks New Question	00	00	17	24*	ND 00
	C. Teacher Reactions to "I Don't Know" or No Response					
	Criticism	05	00	04 46* 17*	06	07
	Failure to Give Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND 06	ND ND ND

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
41	Gives the Answer	09	04	00	19*	01
42	Calls on Someone Else	03	00	00	03	00
43	Another Student Calls Out the Answer	-18 -57** 32**	-24 -34 18*	-11 -62** 37**	48**	-40 -61* 34
44	Repeats, Rephrases, or Asks New Question	44**	16	-37 13 12*	00	00
45	Repeats Question	14 30 24*	22*	31* 18 02	01	08
46	Rephrases or Gives Clue	06	16	16	00	01
47	Asks New Question	53**	39**	32**	19*	ND ND ND
	Teacher Reactions Combined across All Response Opportunities					
48	Praise	02	01	02	00	02

Table 5, Continued.

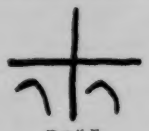
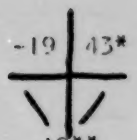
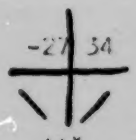
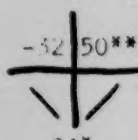
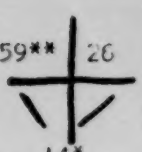
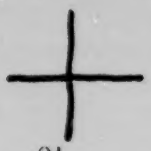
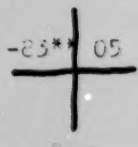
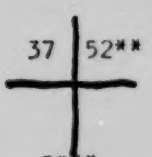
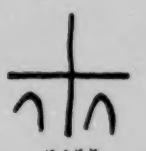
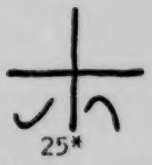
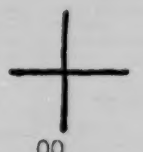
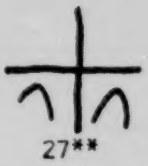
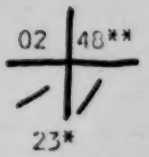
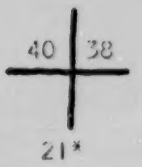
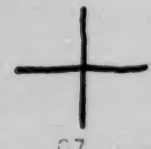
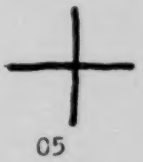
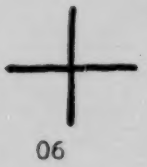
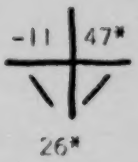
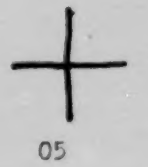
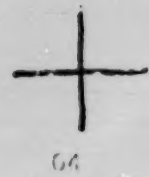
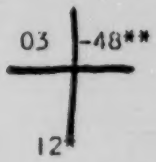
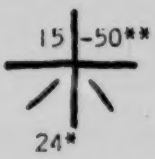
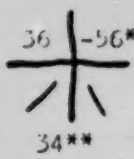
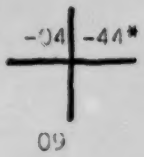
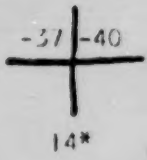
Number	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
49	Failure to Give Feedback	00	 26**	25**	00	20**
50	Process Feedback	 -19 43* 19**	02	08 55** 31**	 -27 34 11*	 -42 50** 24*
51	Ask Question	 -59** 26 14*	 01	12	03	 -23** 05 02
52	Repeat, Rephrase, or New Question after Failure to Answer Correctly	 37 52** 22**	54** 28 13**	 34**	29**	-34 45* 13*
53	Repeats Question after Failure to Answer Correctly	27**	 25*	00	 00	00
54	Gives the Answer after Failure to Answer Correctly	 27**	 02 48** 23*	 40 38 21*	04	 07
55	Calls on Another Student after Failure to Answer Correctly	 05	 06	 -11 47* 26*	 05	 04
56	Another Student Calls Out Answer after Failure to Answer Correctly	 03 -48** 12*	 15 -50** 24*	 36 -56** 34**	 -04 -44* 09	 -37 -40 14*

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
	I. Student Response Opportunities					
7	Response Opportunities/Total Teaching Time	44**	25*	-26 47** 25*	-34 54** 23**	-75* 55**
	J. Student Initiated Questions (SIQ's)					
8	% SIQ's Irrelevant	00	00	00	05	01
9	% SIQ's Called Out	01	00	00	00	03
0	Praise of Question after Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
1	Criticism of Question after Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
2	% Relevant SIQ's Delayed	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
3	% Relevant SIQ's not Accepted	06	-22 44* 05	04	00	05
4	% Relevant SIQ's Given Brief Feedback	-24 -41* 08	25	00	06	12

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Aritmet Reasonin
65	% Relevant SIQ's Given Long Feedback	54 -56** 32**	11 -44* 06	02	03	42 -4 09
66	% Relevant SIQ's Redirected to Class	05	03	05	-78** -02 17**	-55** -3 04
67	Behavioral Praise of Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
68	Behavioral Criticism of Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
69	Behavioral Warning after Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
70	Criticism of Question after Irrelevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
71	% Irrelevant SIQ Given No Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
72	% Irrelevant SIQ Delayed	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
73	% Irrelevant SIO Given Brief Feedback	19	30	13	04	09
74	% Irrelevant SIO Given Long Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
75	% Irrelevant SIO Not Accepted	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
76	% Irrelevant SIO Redirected to Class	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
77	Behavioral Criticism After Irrelevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
78	Behavioral Warning after Irrelevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
	K. Student Initiated Public Interactions					
79	Student Initiated comments and Questions/Total Response Opportunities	-07 -49** 12**	02	04 -39* 14	23 -47** 16*	05
	L. Student Initiated Comments (SIC's)					
80	% SIC's Relevant	69** -19 00	00	04	69 -09 16*	74* -22 05

Table 5, Continued.

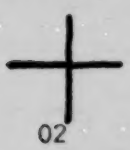
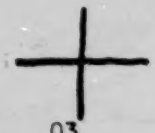
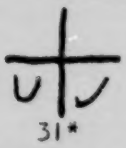
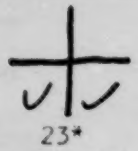
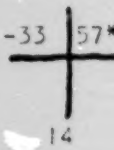
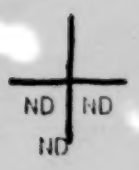
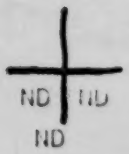
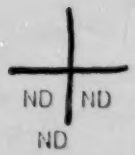
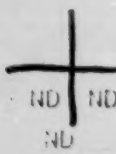
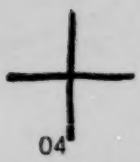
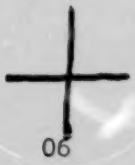
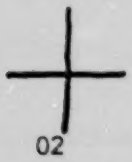
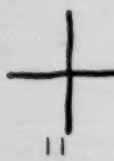
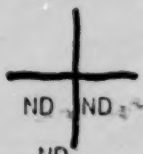
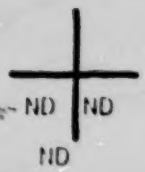
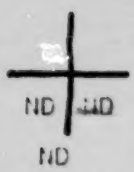
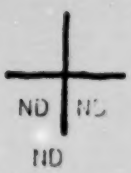
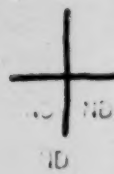
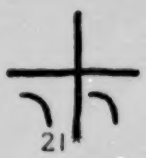
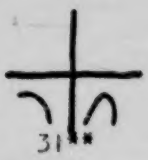
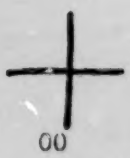
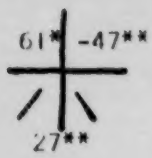
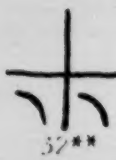
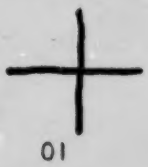
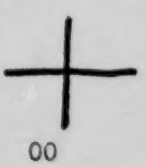
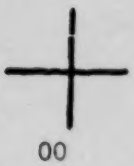
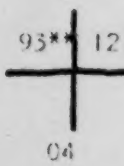
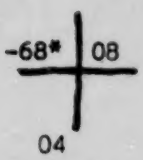
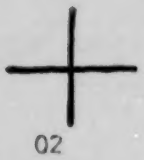
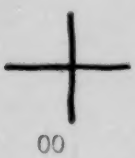
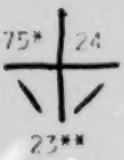
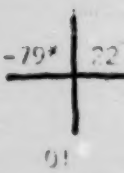
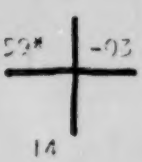
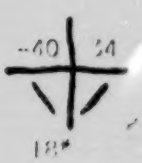
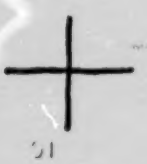
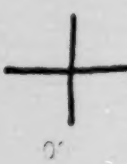
	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
1	% SIC's Called Out	 02	 03	 31*	 23*	 -33 57* 14
2	Praise or Comment after Relevant SIC	 ND ND ND	ND ND ND	 ND ND ND	 ND ND ND	 ND ND ND
3	% Relevant SIC's Given No Feedback	 04	06	 06	 02	 11
4	% Relevant SIC's Delayed	 ND ND ND	 ND ND ND	 ND ND ND	 ND ND ND	 ND ND ND
5	% Relevant SIC's Not Accepted	 21*	 31**	 00	 61* -47** 27**	 32**
6	% Relevant SIC's Accepted	 01	 00	 00	29**	 93** 12 04
7	% Relevant SIC's Integrated into Discussion Topic	 -68* 08 04	 02	 00	 -75* 24 23**	 -79* 22 01
8	% Relevant SIC's Which Cause a Shift in Topic	03	 59* -03 14	 -40 34 18*	 21	 01

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Aritmeti Reasoning
89	Behavioral Praise after Relevant SIC's	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND
90	Behavioral Criticism after Relevant SIC's	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND
91	Behavioral Warning after Relevant SIC's	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND
92	Praise of Comment after Irrelevant SIC's	06	08	04	-79* | -04 22**	10
93	% Irrelevant SIC's Given No Feedback	00	21	01	06	ND 05
94	% Irrelevant SIC's Delayed	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND
95	% Irrelevant SIC's Not Accepted	72* | -22 01	71 | -10 29**	01	-20 | -67** 30*	ND ND
96	% Irrelevant SIC's Accepted	04	-59 | 25 20*	00	29**	09

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
7	% Irrelevant SIC's Integrated into Discussion Topic	04	15	-80* 01	-85** -00 17*	
8	% Irrelevant SIC's Which Cause a Shift in Topic	01	05	00	24*	
9	Behavioral Criticism after Irrelevant SIC's	01	20	01	01	
10	Behavioral Warning after Irrelevant SIC's	02	23	03	01	ND ND ND
	M. Self and Opinion Questions					
101	Self Questions/Process + Product + Choice Questions	-22 -43* 14**	04	-34 -39* 13**	30**	38**
11	% Self Questions Which Were Subject-Matter Related	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
103	% Self Questions Related to Personal Preference	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
104	Opinion Questions/Process + Product + Choice Questions	07	28*	10	00	01

Table 5, Continued.

nber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
105	% Opinion Questions Given No Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND
106	% Opinion Questions Followed by Praise	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
107	% Opinion Questions Followed by Teacher Disagreement	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
108	% Student Opinions Accepted	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
109	% Student Opinions Integrated into Discussion Topic	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
	N. Private Dyadic Contacts					
110	% Private Contacts Student Initiated	18*	01	22*	00	07
111	Student Initiated Work Contacts Involving Praise	31**	27*	-49* 05 02	00	19*
112	Student Initiated Work Contacts Involving Criticism	01	00	05	03	08

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Aritnmeti Reasoning
13	% of Private Work Contacts Student Initiated	01	00	24*	05	12
14	% Student Initiated Contacts Delayed	07	00	30*	10*	-67 -42* 17**
15	% Student Initiated Contacts Given Brief Feedback	04	00	30**	23*	61 51* 28**
16	% Student Initiated Contacts Given Long Feedback	02	41 -47** 26**	00	00	51** -26 02
17	% Student Initiated Contacts Involving Personal Concerns	-06 -46** 14**	09	-04 -65** 40**	-06 -63** 25*	-82** -57 30**
18	% Student Initiated Requests Granted	02 51* 11*	37 45* 20*	14	-05 52** 09	27 48* 22**
19	% Student Initiated Requests Delayed	03	05	02	25 -49** 07	54 -58 22**
20	% Student Initiated Requests Not Granted	05	05	03	22*	01

Table 5, Continued.

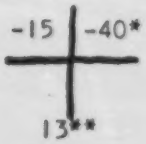
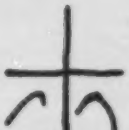
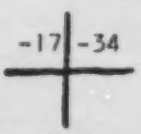
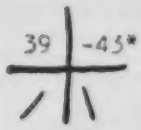
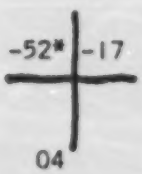
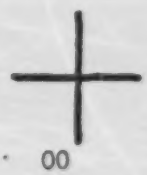
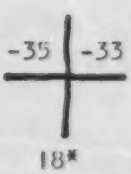
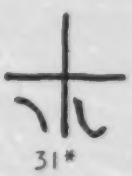
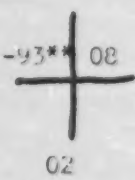
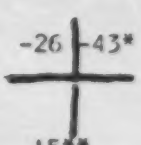
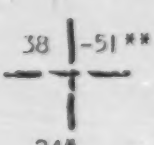
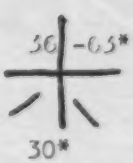
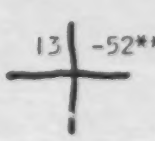
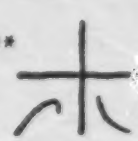
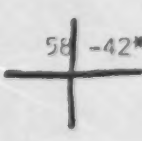
ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
21	Private Work Contacts/Private Work Contacts + Public Response Opportunities	23*	 -15 -40* 13**	25**	21*	02
22	Procedural Contacts/Procedural Contacts + Response Opportunities	 32*	 -17 -34 12**	36**	 39 -43* 18**	06
23	Teacher Initiated Work Contacts/ Teacher Initiated Work + Procedure Contacts	15*	00	02	00	06
24	Teacher Initiated Work Contacts Involving Praise	 -52* -17 04	 00	 -35 -33 18*	 31*	 -93** 08 02
25	Teacher Initiated Work Contacts Involving Mere Observation	02	22**	06	02	05
26	Teacher Initiated Work Contacts Involving Brief Feedback	00	00	02	01	00
27	Teacher Initiated Work Contacts Involving Long Feedback	 -26 -43* 15**	00	 38 -51** 24*	 36 -63** 30*	06 -41* 16*
28	% Teacher Initiated Procedural Contacts Which Were Management Requests	35*	06	 13 -52** 17**	 25*	 58 -42* 12*

Table 5, Continued.

Row	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
29	% Teacher Thanks Student for Doing a Favor Request	25**	01	19*	00	00
30	% Teacher Thanks Student Following a Management Request	52* / -45* / 23**	01	15 / -49* / 23**	-08 / -56** / 20*	00
	C. Combined Teacher Evaluation Statements					
31	Academic Praise/Academic Praise + Academic Criticism	40**	-53* / 23 / 18**	44**	31**	12
32	Behavioral Praise/Total Behavioral Contacts	01	00	02	17*	00
33	Behavioral Warnings/Behavioral Warnings + Behavioral Criticism	04 / 37 / 09*	35 / 37 / 12**	01	05	35 / 43* / 10**
	D. Discipline and Control Errors					
34	% Discipline Contacts Involving One or More Error	06	02	05	05	35 / -49* / [illegible]**
35	Target Errors/Total Errors	02	00	37*	03	04
36	Timing Errors/Total Errors	05	13	-89** / -49 / 38**	03	[illegible] / 06

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasoni
137	Overreactions/Total Errors	-04 48 / 15*	21 57* / 22**	07 58* / 25**	/ 14	76 56 / 28*
138	Nonverbal Control Contacts/ Total Control Contacts	/ 00	/ 01	/ 00	/ 11	/ 10
	C. Combined Teacher Feedback Data					
139	Repeat/Repeat + Rephrase + New Question	-14 -67** / 42**	-50 -50** / 24**	-55* -46* / 39**	13 -56** / 15*	21 -4 / 44**
140	Rephrase/Repeat + Rephrase + New Question	31 40 / 14*	45 45* / 37**	/ 01	/	/ 10
141	Brief Feedback/Brief + Long Feedback	/ 05	/ 00	-51* 38 / 23**	-44 45* / 20**	-30 44 / 17**

Table 5, Continued.

Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonir
A. Selecting Respondents to Questions					
% Preselects Respondent before Asking Question	09	15	01	16*	09
Calls on Non-Volunteer	02	01	01	01	00
Calls on Volunteer	00	00	00	27*	01
Student Calls Out Answers	01	02	00	18**	29**
B. Difficulty Level of Questions					
Process Questions/Process + Product + Choice	03	00	-55** 23 15*	03	00
Choice Questions/Process + Product + Choice	19*	02	10 -43 19*	01	00
C. Quality of Children's Answers					
% Correct	00	01	00	00	24*
% Part-Correct	00	04	01	24*	03

Table 5, Continued.

er	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithme Reasoni
	1 Wrong	00	00	01	05	01
0	5 "Don't Know"	02	01	32*	06	01
1	2 No Response	00	00	02	03	-74* -2 03
2	D. Teacher Reactions to Correct Answers					
	Praise	00	01	01	00	-77* -0 01
7	Criticizing For Calling Out	-48* -13 05	03	01	03	01
3	Failure to Give Feedback	03	03	00	03	01
4	Process Feedback	-05 50** 23*	02	-19 50** 24**	02	33 39 13*
5	New Question	01	00	00	04	00

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
	E. Teacher Reactions to Part-Correct Answers					
6	Praise	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND NC
8	Criticism	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
9	Failure to Give Feedback	03	00	06	-66** -48* 30**	-91** -23 08
0	Process Feedback	61** 54** 31**	36 34 14*	-22 52** 17**	01	10
1	Gives the Answer	02	00	28**	22**	28**
2	Calls on Someone Else	00	01	01	05	09
3	Another Student Calls Out The Answer	-45 -44* 16**	01	-39 -49* 18**	-66** -65** 41**	-91** -40 15**
4	Repeats, Rephrases, or Asks New Question	06	34*	-29 -46* 17**	-54* -42 20**	-24 -50* 17

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
5	Repeats Question	-52* -49* / 26*	/ 04	-34 66** / 40**	-57* -67** / 40**	-87** -58* / 29**
6	Rephrases or Gives Clue	/ 02	/ 40**	/ 00	/ 03	/ 03
7	Asks New Question	70** 00 / 03	64** -16 / 01	/ 00	/ 01	/ 04
8	E. Teacher Reactions to Wrong Answers Praise	/ 00	/ 00	/ 05	/ 00	/ 00
9	Criticism	-27 44* / 16**	/ 00	-17 -49* / 17**	34 -65* / 31*	-12 -40 / 15*
0	Failure to Give Feedback	/ 01	/ 03	/ 02	/ 01	/ 00
1	Process Feedback	/ 19*	/ 00	/ 35**	48 23 / 11*	/ 07
2	Gives The Answer	/ 38**	/ 42**	/ 23*	/ 26**	/ 46**

Table 5, Continued.

ter	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasonin
33	Calls on Someone Else	02	01	00	02	00
34	Another Student Calls Out the Answer	01	30**	01	09	04
35	Repeats, Rephrases, or Asks New Question	00	01	01	00	01
36	Repeats Question	00	01	00	12*	26*
37	Rephrases or Gives Clue	00	00	01	02	00
38	Asks New Question	02	01	07	14*	01
	C. Teacher Reactions to "I Don't Know" or No Response					
39	Criticism	-30 | -44* / 11*	04	-22 | -49* / 11*	33 | -64** / 31**	00
40	Failure to Give Feedback	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ND / ND

Table 5, Continued.

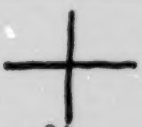
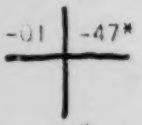
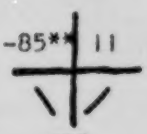
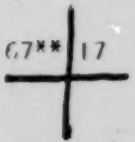
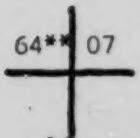
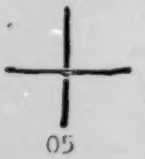
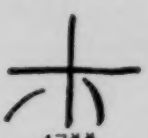
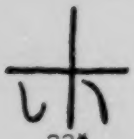
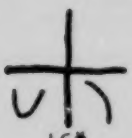
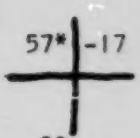
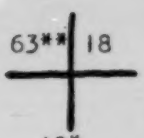
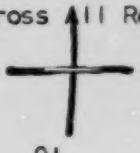
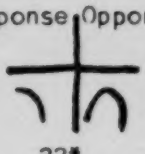
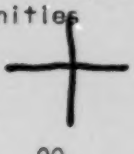
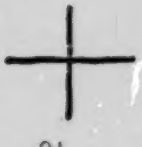
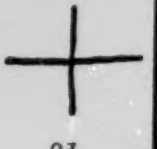
...ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
1	Gives the Answer	02	 04	00	01	 -01 -47* 14*
2	Calls on Someone Else	20*	 -85** 11 22*	07	01	02
3	Another Student Calls Out the Answer	00	00	 67** 17 08	05	03
4	Repeats, Rephrases, or Asks New Question	00	 64** 07 04	18*	01	02
5	Repeats Question	00	01	02	03	 05
6	Rephrases or Gives Clue	20*	 47**	 22*	 16*	25*
7	Asks New Question	 57* -17 00	 63** 18 10*	02	01	00
8	H. Teacher Reactions Combined Across All Response Opportunities Praise	 01	 22*	 00	 01	 03

Table 5, Continued.

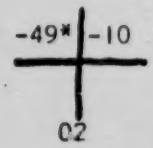
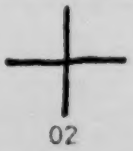
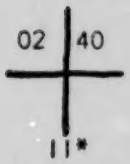
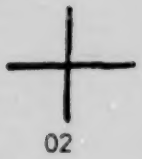
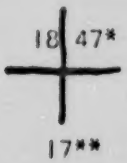
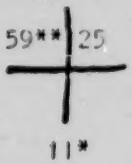
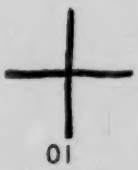
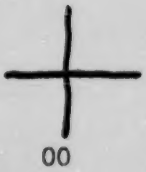
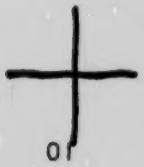
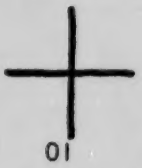
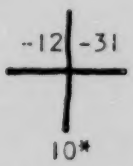
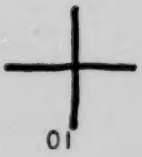
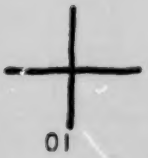
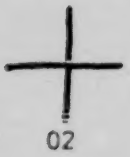
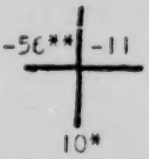
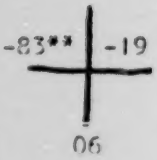
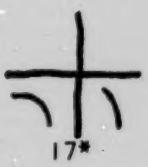
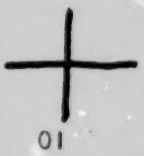
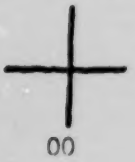
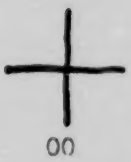
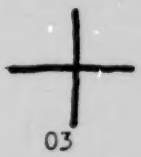
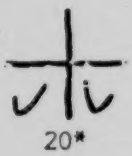
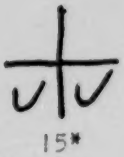
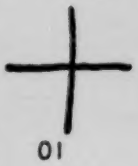
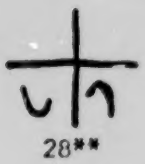
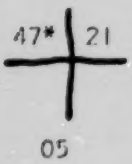
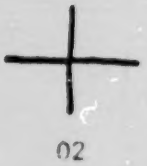
	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
9	Failure to Give Feedback	03	 -49* -10 02	00	 02	01
0	Process Feedback	 02 40 11*	 02	 18 47* 17**	 59** 25 11*	13
1	New Question	 01	 00	00	03	00
2	Repeat, Rephrase, or New Question after Failure to Answer Correctly	 01	 01	 -12 -31 10*	05	08
3	Repeats Question after Failure to Answer Correctly	 01	 01	 02	 -56** -11 10*	 -83** -19 06
4	Gives the Answer after Failure to Answer Correctly	 17*	 01	 00	 00	04
5	Calls on Another Student after Failure to Answer Correctly	 03	00	 20*	 15*	00
6	Another Student Calls Out Answer after Failure to Answer Correctly	 01	 28**	 47* 21 05	02	 02

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
	I. Student Response Opportunities					
7	Response Opportunities/Total Teaching Time	28**	-08 42* 12*	05	00	26**
	J. Student Initiated Questions (SIQ's)					
8	% SIQ's Irrelevant	01	01	05	18*	ND 03
9	% SIQ's Called Out	23*	07	02	24*	ND 00
0	Praise of Question after Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
1	Criticism of Question after Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
2	% Relevant SIQ's Delayed	05	04	27*	-67** 21 17*	ND 00
3	% Relevant SIQ's Not Accepted	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
4	% Relevant SIQ's Given Brief Feedback	02	03	02	22*	ND 03

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
5	% Relevant SIO's Given Long Feedback	24*	11	10	03	ND ND ND
6	% Relevant SIO's Redirected To Class	04	00	01	04	ND ND ND
7	Behavioral Praise of Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
8	Behavioral Criticism of Relevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
9	Behavioral Warning after Relevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
0	Criticism of Question after Irrelevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
1	% Irrelevant SIO Given No Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
2	% Irrelevant SIO Delayed	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
3	% Irrelevant SIO Given Brief Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
4	% Irrelevant SIO Given Long Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
5	% Irrelevant SIO Not Accepted	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
6	% Irrelevant SIO Redirected to Class	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
7	Behavioral Criticism After Irrelevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
8	Behavioral Warning After Irrelevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
	K. Student Initiated Public Interactions					
9	Student Initiated comments and Questions/Total Response Opportunities	01	00	07	01	03
0	% SIC's Relevant	21*	-11 -49** 23*	03	06	04

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
1	% SIC's Called out	-21 | -33 10*	08	04	06	04
2	Praise or Comment after Relevant SIC	24*	-03 | -53** 26**	-03 | -37 20*	00	33**
3	% Relevant SIC's Given No Feedback	02	00	07	00	00
4	% Relevant SIC's Delayed	28**	02	25**	20**	21*
5	% Relevant SIC's Not Accepted	03	06	05	03	04
6	% Relevant SIC's Accepted	01	01	15	06	-51 | -58** 34**
7	% Relevant SIC's Integrated into Discussion Topic	00	00	10	01	03
8	% Relevant SIC's Which Cause A Shift in Topic	01	-09 | -40* 08	01	54* | -09 03	01

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
9	Behavioral Praise after Relevant SIC's	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
0	Behavioral Criticism after Relevant SIC's	16 -45* 20*	00	38 -48** 28**	39 -65** 33**	-41 ND 40**
1	Behavioral Warning after Relevant SIC's	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
2	Praise of Comment after Irrelevant SIC's	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
3	% Irrelevant SIC's Given No Feedback	00	02	07	00	01
4	% Irrelevant SIC's Delayed	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
5	% Irrelevant SIC's Not Accepted	12	27 37 14*	27** 43* 30**	13	ND ND ND
6	% Irrelevant SIC's Accepted	03	01	03	05	05

Table 5, Continued.

...ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet... Reasoni...
97	% Irrelevant SIC's Integrated into Discussion Topic	-06 | -65** / 39**	/ 04	-22 | -52* / 19*	-23 | -53* / 25**	...L | ... / NC
98	% Irrelevant SIC's Which Cause a Shift in Topic	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ... / ...
99	Behavioral Criticism after Irrelevant SIC's	26 | -51* / 24*	/ 01	67 | -60** / 40**	29 | -60** / 41**	ND | ND / ND
100	Behavioral Warning after Irrelevant SIC's	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ... / ND
	M. Self and Opinion Questions					
101	Self Questions/Process + Product + Choice Questions	/ 01	/ 27*	/ 01	/ 03	/ 00
102	% Self Questions Which Were Subject-Matter Related	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ... / ND
103	% Self Questions Related to Personal Preference	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ND / ND	ND | ... / ND
104	Opinion Questions/Process + Product + Choice Questions	/ 07	-48* | -58** / 33*	-34 | -43* / 13**	/ 05	ND | ND / ND

Table 5, Continued.

mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithme Reasoni
105	% Opinion Questions Given No Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
106	% Opinion Questions Followed by Praise	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
107	% Opinion Questions Followed by Teacher Disagreement	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
108	% Student Opinions Accepted	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
109	% Student Opinions Integrated into Discussion Topic	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
	N. Private Dyadic Contacts					
110	% Private Contacts Student Initiated	04	00	-01 46** 23*	40 26 10*	04
111	Student Initiated Work Contacts Involving Praise	02	00	00	06	00
112	Student Initiated Work Contacts Involving Criticism	01	00	02	17*	18*

Table 5, Continued.

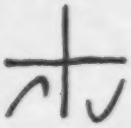
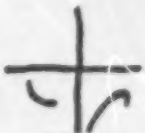
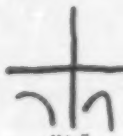
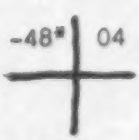
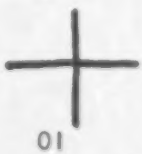
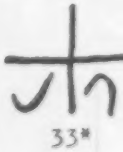
ber.	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
13	% of Private Work Contacts Student Initiated	00	00	28**	 24*	01
14	% Student Initiated Contacts Delayed	00	06	09	01	01
15	% Student Initiated Contacts Given Brief Feedback	00	00	01	08	03
16	% Student Initiated Contacts Given Long Feedback	00	00	35 -38 18*	00	04
17	% Student Initiated Contacts Involving Personal Concerns	03	02	24**	19**	01
18	% Student Initiated Requests Granted	 31*	02	32*	26**	 20*
19	% Student Initiated Requests Delayed	 -48* 04 01	01	00	01	07
20	% Student Initiated Requests Not Granted	30**	 01	42**	31**	 33*

Table 5, Continued.

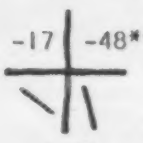
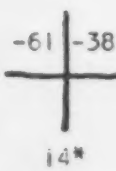
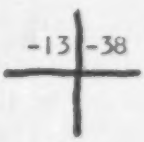
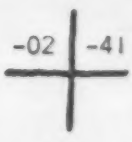
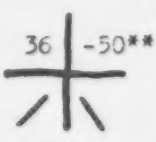
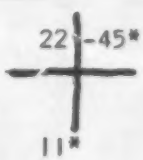
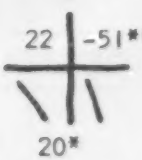
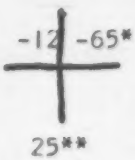
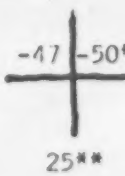
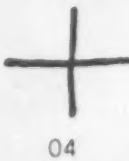
ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
121	Private Work Contacts/Private Work Contacts + Public Response Opportunities	01	01	05	02	06
122	Procedural Contacts/Procedural Contacts + Response Opportunities	00	01	01	00	05
123	Teacher Initiated Work Contacts/ Teacher Initiated Work + Procedure Contacts	00	00	01	00	01
124	Teacher Initiated Work Contacts Involving Praise	26**	01	 -17 -48** 23**	30*	04
125	Teacher Initiated Work Contacts Involving Mere Observation	33**	20**	41**	26	 -61 -38 14*
126	Teacher Initiated Work Contacts Involving Brief Feedback	 -13 -38 11*	00	 -02 -41 10*	 36 -50** 32**	24*
127	Teacher Initiated Work Contacts Involving Long Feedback	 22 -45* 11*	00	 22 -51** 20*	 -12 -65** 25**	 -47 -50 25**
128	% Teacher Initiated Procedural Contacts Which Were Management Requests	01	00	00	00	 04

Table 5, Continued.

Number	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
129	% Teacher Thanks Student for Doing a Favor Request	02	00	00	02	02
130	% Teacher Thanks Student Following a Management Request	05	02	22**	24**	25**
	O. Combined Teacher Evaluation Statements					
131	Academic Praise/Academic Praise + Academic Criticism	23*	00	47**	27**	25**
132	Behavioral Praise/Total Behavioral Contacts	00	00	00	-53* 07 11*	-84** 09 00
133	Behavioral Warnings/Behavioral Warnings + Behavioral Criticism	00	00	04	06	02
	P. Discipline and Contral Errors					
134	% Discipline Contacts Involving One or More Error	03	00	05	00	82** 00 02
135	Target Errors/Total Errors	00	25*	01	02	00
136	Timing Errors/Total Errors	00	-64** -01 01	00	04	02

Table 5, Continued.

ber.	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasonin
37	Overreactions/Total Errors	12	06 -57* 14*	11	00	30*
38	Nonverbal Control Contacts/ Total Control Contacts	06	-30 -35 16*	01	00	00
	C. Combined Teacher Feedback Data					
39	Repeat/Repeat + Rephrase + New Question	03	03	01	02	04
40	Rephrase/Repeat + Rephrase + New Question	17*	37**	18*	00	00
41	Brief Feedback/Brief + Long Feedback	22**	00	01	06	09

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
	A. Selecting Respondents to Questions					
	% Preselects Respondent Before Asking Question	11 -63** 34*	05	04 -61** 27*	50**	47**
	Calls on Non-Volunteer	00	01	01	02	02
	Calls on Volunteer	37**	04 44* 11*	49**	41**	36**
	Student Calls Out Answers	18**	23*	00	00	00
	B. Difficulty Level of Questions					
	Process Questions/Process + Product + Choice	03	55** 04 05	00	04	00
	Choice Questions/Process + Product + Choice	01	04	02	-60** 32 20**	-81** 35 00
	C. Quality of Children's Answers					
	% Correct	-29 -40 16*	01	35 -39 18*	40 -31 12*	90** -39 18*
	% Part-Correct	00	01	31*	00	19*

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
	% Wrong	-39 | 44* 20**	00	01	-60** | 36 22**	42**
0	% "Don't Know"	01	00	01	00	00
1	% No Response	01	01	00	03	00
	D. Teacher Reactions to Correct Answers					
2	Praise	00	00	04	00	01
7	Criticizing for Calling Out	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND
3	Failure to Give Feedback	00	01	25*	00	09
4	Process Feedback	03	00	04 | 42* 05	04	07
5	New Question	00	00	35 | -48* 24**	59** | -26 18**	82** | -25 01

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
	E. Teacher Reactions to Part-Correct Answers					
6	Praise	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
8	Criticism	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
9	Failure to Give Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
0	Process Feedback	00	01	-44 45* 22**	-52* 23 00	ND ND ND
1	Gives the Answer	-47 46 13*	-50 59** 35*	-47 42 12*	00	ND 01
2	Calls on Someone Else	03	00	-51* 13 01	19*	ND 00
3	Another Student Calls Out The Answer	-35 -60** 27**	-35 -46* 13*	28*	37 -56** 28**	ND 56**
4	Repeats, Rephrases, or Asks New Question	02	34**	32*	25*	ND 05

Table 5, Continued.

Number	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
25	Repeats Question	01	25*	06	01	ND 01
26	Rephrases or Gives Clue	02	00	58* -21 00	00	02
27	Asks New Question	-11 -51* 14*	07	33 -58** 31**	16 -49* 20*	ND 14
	F. Teacher Reactions to Wrong Answers					
28	Praise	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
29	Criticism	00	04	00	07	01
30	Failure to Give Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
31	Process Feedback	01	00	34**	01	12
32	Gives the Answer	05	07	30**	13*	00

Table 5, Continued.

mber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
33	Calls on Someone Else	09	28 41 / 17*	-41 39 / 21*	01	-72* -00 / 00
34	Another Student Calls Out the Answer	01	08	01	03	00
35	Repeats, Rephrases, or Asks New Question	00	00	01	01	02
36	Repeats Question	09 -40 / 15*	01	-02 -47* / 23*	30**	01
37	Rephrases or Gives Clue	00	00	65** -19 / 18*	02	07
38	Asks New Question	01	00	02	48* -02 / 03	01
	C. Teacher Reactions to "I Don't Know" or No Response					
39	Criticism	ND ND / ND	ND ND / ND	ND ND / ND	ND ND / ND	ND ND / ND
40	Failure to Give Feedback	08	60** 16 / 07	05	02	ND ND / 00

Table 5, Continued.

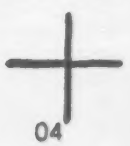
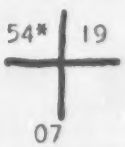
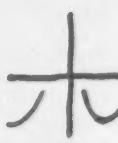
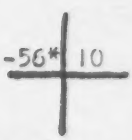
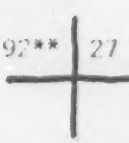
ıber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
1	Gives the Answer	 04	02	 54* 19 07	02	02
2	Calls on Someone Else	25*	01	05	01	35**
3	Another Student Calls Out the Answer	39**	00	29**	32**	 55**
4	Repeats, Rephrases, or Asks New Question	00	00	08	00	02
5	Repeats Question	03	08	-61** -34 16**	 -56* 10 09	-90** 10 01
6	Rephrases or Gives Clue	00	30*	25**	03	 92** 27 08
7	Asks New Question	04	44**	02	06	08
	H. Teacher Reactions Combines Across All Response Opportunities					
8	Praise	01	01	04	00	02

Table 5, Continued.

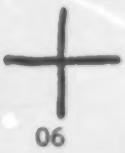
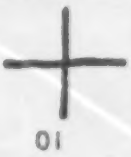
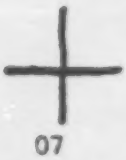
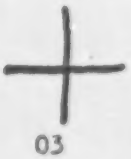
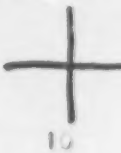
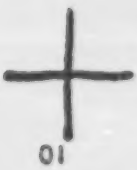
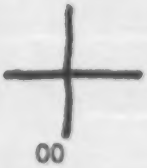
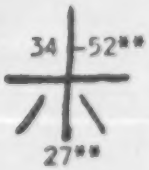
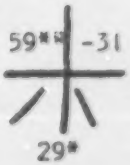
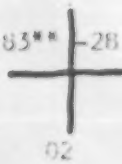
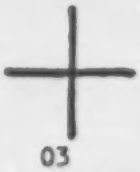
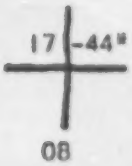
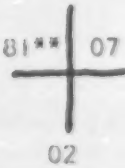
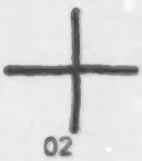
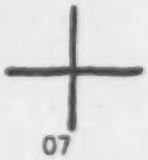
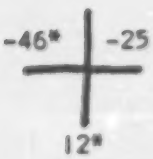
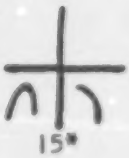
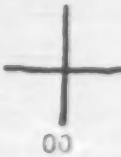
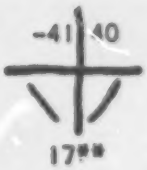
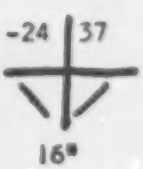
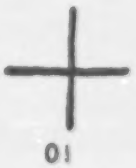
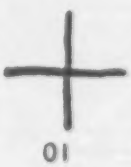
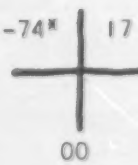
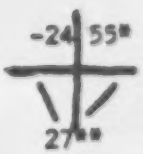
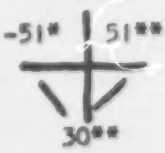
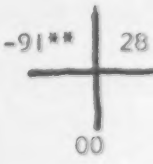
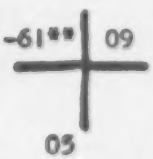
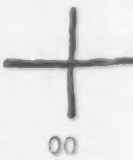
ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
9	Failure to Give Feedback	00	00	 06	 01	11
0	Process Feedback	02	01	 07	 03	 10
1	New Question	 01	 00	 34 -52** 27**	 59** -31 29*	 83** -28 02
2	Repeat, Rephrase, or New Question after Failure to Answer Correctly	03	 03	 17 -44* 08	02	 81** 07 02
3	Repeats Question after Failure to Answer Correctly	 02	 07	 -46* -25 12*	 15*	 00
4	Gives the Answer after Failure to Answer Correctly	 -41 40 17**	 -24 37 16*	 01	 01	 -74* 17 00
5	Calls on Another Student after Failure to Answer Correctly	 -24 55* 27**	03	 -51* 51** 30**	01	 -91** 28 00
6	Another Student Calls Out Answer after Failure to Answer Correctly	21**	 -61** 09 03	01	25**	 00

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
	I. Student Response Opportunities					
7	Response Opportunities/Total Teaching Time	02	02	01	01	04
	J. Student Initiated Questions (SIQ's)					
8	% SIQ's Irrelevant	03	02	43*	56 | 23 14*	ND 20
9	% SIQ's Called Out	01	01	03	04	ND 05
0	Rraise of Question after Relevant SIQ	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND
1	Criticism of Question after Relevant SIQ	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND	ND | ND ND
2	% Relevant SIQ's Delayed	07	62* | -08 09	00	00	ND | ND ND
3	% Relevant SIQ's Not Accepted	-41 | -62** 24**	08	05	61* | -65** 42**	ND 16
4	% Relevant SIQ's Given Brief Feedback	40 | 60** 25**	52 | 68** 34**	40 | 77** 51**	32 | 66** 27**	ND 37**

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasonin
35	% Relevant SIO's Given Long Feedback	36*	53**	50*	19*	24
36	% Relevant SIO's Redirected To Class	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
37	Behavioral Praise of Relevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
38	Behavioral Criticism of Relevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
39	Behavioral Warning after Relevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
40	Criticism of Question after Irrelevant SIQ	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
41	% Irrelevant SIO Given No Feedback	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
42	% Irrelevant SIO Delayed	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND

Table 5, Continued.

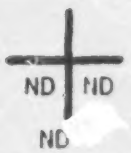
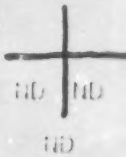
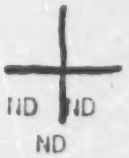
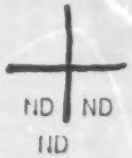
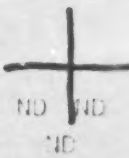
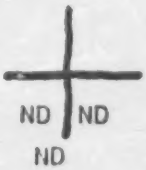
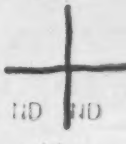
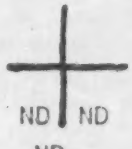
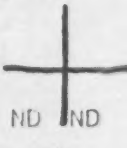
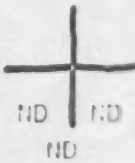
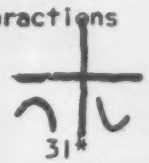
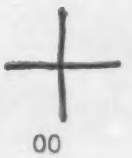
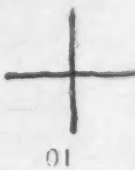
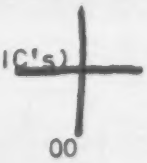
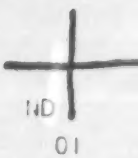
ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
3	% Irrelevant SIO Given Brief Feedback	 ND ND ND	ND ND ND	ND ND ND	ND ND ND	 ND ND ND
4	% Irrelevant SIO Given Long Feedback	ND ND ND	ND ND ND	 ND ND ND	 ND ND ND	 ND ND ND
5	% Irrelevant SIO Not Accepted	ND ND ND	 ND ND ND	ND ND ND	ND ND ND	 ND ND ND
6	% Irrelevant SIO Redirected To Class	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
7	Behavioral Criticism After Irrelevant SIO	ND ND ND	ND ND ND	ND ND ND	 ND ND ND	 ND ND ND
8	Behavioral Warning after Irrelevant SIO	ND ND ND	ND ND ND	ND ND ND	ND ND ND	 ND ND ND
	K. Student Initiated Public Interactions					
9	Student Initiated Comments and Questions/Total Response Opportunities	 31*	01	00	 00	 01
	L. Student Initiated Comments (SIC's)					
0	% SIC's Relevant	 00	03	00	00	 ND 01

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmeti Reasoning
1	% SIC's Called Out	00	22*	00	02	ND 08
2	Praise or Comment after Relevant SIC	19*	03	05	27**	ND 06
3	% Relevant SIC's Given No Feedback	00	02	00	02	ND ND ND
4	% Relevant SIC's Delayed	44 39 13*	57 77** 53**	04	33**	ND ND ND
5	% Relevant SIC's Not Accepted	01	00	51 32 12*	06	ND 06
6	% Relevant SIC's Accepted	04	04	25*	20	-64* ND 41**
7	% Relevant SIC's Integrated into Discussion Topic	65** 23 10	05	00	00	ND 01
8	% Relevant SIC's Which Cause A Shift in Topic	04	07	17*	07	ND 00

Table 5, Continued.

be:	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
9	Behavioral Praise after Relevant SIC's	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
0	Behavioral Criticism after Relevant SIC's	-46 -46* 23**	06	02	47 -50* 24**	-56 ND 32**
1	Behavioral Warning after Relevant SIC's	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
2	Praise of Comment after Irrelevant SIC's	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
3	% Irrelevant Sic's Given No Feedback	56 -59 36**	01	-39 -62 37*	-32 -86** 61**	-75** ND 59**
4	% Irrelevant SIC's Delayed	01	12	02	04	ND ND ND
5	% Irrelevant SIC's Not Accepted	-64 73* 53**	-54 88** 65**	04	17	ND 06
6	% Irrelevant SIC's Accepted	54**	55**	65*	37*	ND 66**

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoning
97	% Irrelevant SIC's Integrated into Discussion Topic	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
98	% Irrelevant SIC's Which Cause a Shift in Topic	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
99	Behavioral Criticism after Irrelevant SIC's	01	12	02	04	ND ND ND
100	Behavioral Warning After Irrelevant SIC's	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
	M. Self and Opinion Questions					
101	Self Questions/Process + Product + Choice Questions	14*	37**	01	00	01
102	% Self Questions Which Were Subject-Matter Related	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
103	% Self Questions Related to Personal Preference	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
104	Opinion Questions/Process + Product + Choice Questions	02	02	03	05	03

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasoni
05	% Opinion Questions Given	-08 -61*		17 -59*	44 -78**	
	No Feedback	34*	02	26*	51**	ND 01
06	% Opinion Questions Followed					
	by Praise	ND ND	ND ND	ND ND	ND ND	ND N
		ND	ND	ND	ND	ND
07	% Opinion Questions Followed			20 53		
	by Teacher Disagreement	00	00	21*	13	ND N
						ND
08	% Student Opinions Accepted			-59 -47		
		05	15	24**	07	ND 11
09	% Student Opinions Integrated			69* -30	-04 -68**	-6
	into Discussion Topic	04	01	01	35*	ND 22
	N. Private Dyadic Contacts					
10	% Private Contacts Student					07** 59
	Initiated	38**	63**	07	38**	15
11	Student Initiated Work Contacts					
	Involving Praise	27**	17*	00	07	ND 35*
12	Student Initiated Work Contacts					
	Involving Criticism	-28 -48*		33 -51*	-24 -66*	
		09	17*	24**	39**	ND 34

Table 5, Continued.

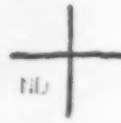
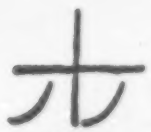
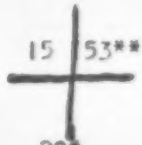
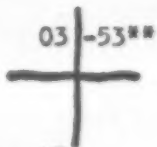
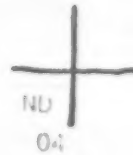
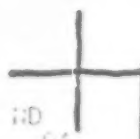
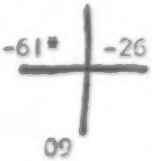
ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
13	% of Private Work Contacts Student Initiated	00	01	-10 46* 12*	04	 ND 21
14	% Student Initiated Contacts Delayed	09 42 14*	 61*	-78** 36 21*	04	46 ND 17*
15	% Student Initiated Contacts Given Brief Feedback	04	01	 15 53** 20*	09	05
16	% Student Initiated Contacts Given Long Feedback	 03 -53** 15	24*	10	09	-46* ND 19*
17	% Student Initiated Contacts Involving Personal Concerns	07	00	11	11	 ND 04
18	% Student Initiated Requests Granted	00	00	00	00	 ND 04
19	% Student Initiated Requests Delayed	08	03	01	-71** 29 19*	15
20	% Student Initiated Requests Not Granted	 -61* -26 09	-40 -43 10*	02	-03* -06 00	03

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonir
37	Overreactions/Total Errors	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
38	Nonverbal Contral Contacts/ Total Control Contacts	12 -37 13*	07	00	-31 -34 14*	ND 18
	O. Combined Teacher Feedback Data					
39	Repeat/Repeat + Rephrase + New Question	01	08	07	00	01
40	Rephrase/Repeat + Rephrase + New Question	44**	20*	19*	18*	35**
41	Brief Feedback/Brief + Long Feedback	33*	45*	-34 63** 36**	35**	-38 52 16*

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmetic Reasoni
21	Private Work Contacts/Private Work Contacts + Public Response Opportunities	01	21*	00	01	
22	Procedural Contacts/Procedural Contacts + Response Opportunities	02	02	00	00	
23	Teacher Initiated Work Contacts/ Teacher Initiated Work + Procedure Contacts	32**	32**	03	25**	
24	Teacher Initiated Work Contacts Involving Praise	01	20*	05	16*	10
25	Teacher Initiated Work Contacts Involving More Observation	06	05	00	00	
26	Teacher Initiated Work Contacts Involving Brief Feedback	22*	22*	03	00	
27	Teacher Initiated Work Contacts Involving Long Feedback	02	00	32**	17*	08
28	Teacher Initiated Procedural Contacts which Were Management Requests	07	04	00	19*	05

Table 5, Continued.

ber	Process Variable	Word Knowledge	Word Discrimination	Reading	Arithmetic Computation	Arithmet Reasonin
29	% Teacher Thanks Student for Doing a Favor Request	04	22 -51* 17*	20*	00	ND 03
30	% Teacher Thanks Student Following A Management Request	03	01	02	00	05
	O. Combined Teacher Evaluations Statements					
31	Academic Praise/Academic Praise + Academic Criticism	54* 18 05	02	04	21*	03
32	Behavioral Praise/Total Behavioral Contacts	04	00	06	00	ND 01
33	Behavioral Warnings/Behavioral Warnings + Behavioral Criticism	00	00	04	-74** 12 01	48 ND 20*
	P. Discipline and Control Errors					
34	% Discipline Contacts Involving One or More Error	04	00	31*	39**	ND 39**
35	Target Errors/Total Errors	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND
36	Timing Errors/Total Errors	ND ND ND	ND ND ND	ND ND ND	ND ND ND	ND ND ND